

Transition Effective Practice Guidelines

Nevada



Includes:

- Service Coordination
- Transition Plan
- Preparing for the Transition Meeting
- School District (Part B of IDEA) Eligibility
- Extend School Year Guidelines
- Transitions Other Than to School District

Module 5

How to Use This Guide

The Transition Effective Practices Guideline is intended to serve as a guideline for early intervention service coordinators to help a child and his/her family successfully transition from early intervention services. It should be noted, however, that the transition plan is only a part of the whole Individualized Family Service Plan (IFSP). Specific guidance on the development and implementation of the IFSP can be found in the IFSP Effective Practices Guidelines.

This document outlines the federal requirements and responsibilities for transition under the Individuals with Disabilities Education Improvement Act (IDEA) 2004, Part C and Part B, as well as service coordination requirements, timelines, and transition meeting requirements. Extended school year services are also discussed.

Transition must be thought of as exiting out of early intervention services, rather than just to an early childhood special education program; therefore, the document also includes guidelines for transitioning **a child that may not be eligible for early childhood special education services** with the school district and children who may exit the early intervention program before age three.

When you see this box look for information that is especially helpful for Service Coordinators.



When you see this box look for data collection tips.

Acknowledgements

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Introduction

Families that participate in early intervention may experience a number of transitions in their child's life. Children may transition from the hospital to home, from home-based services to a child care setting, from early intervention services to early childhood special education services within the school district, or to a community program. While all children experience transition, children with a developmental disability and their families may experience more frequent and more intense transitions.

Earlier Effective Practice Guideline modules have described early intervention as a journey for families. The time of transition is the end of this phase of the family's journey and the beginning of an entirely new trip. The transition plan is the beginning phase of the roadmap for where the family goes next, and what will be important for them to know as they embark on the next phase of their journey.

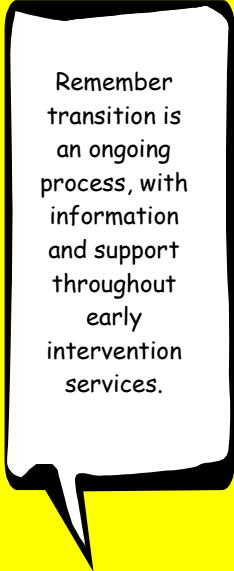
Transition can be a very traumatic time for families. Families who have become comfortable with early intervention, will have to leave and learn a new system, with its own language and procedures. Families may know the Individualized Family Service Plan (IFSP) process and now the conversation may be around the Individualized Education Program (IEP). Some children will not be transitioning to a program, yet all children will be transitioning out of early intervention services.

The transition process is designed to assist families with a successful transition and to problem solve some of the concerns that may arise through these life changes. Our role in early intervention is to assist the family through this process by:

- providing information,
- clarifying what will help to make the transition successful,
- determining what supports are needed for the child to successfully move into a more child focused system and,
- convening meetings with the appropriate individuals.

Transition should be a time of choices for families. What are their options for their child? Will their child qualify for school district services, and does the family want those services? Are there other community programs that might be an option for the family? What does the family know about these programs and what information will they need to make decisions that are best for their child?

Transition is a highly individualized process. Every family has specific concerns related to their child's needs and what works for their family. The transition planning process is designed to explore these issues with families and to ensure that every effort has been made to answer questions, assist families and resolve any concerns in order for the



Remember transition is an ongoing process, with information and support throughout early intervention services.

family and child to successfully move to the next phase of their life journey.

The ideal transition process is one which is carefully planned and is initiated by the service coordinator, with the family, to establish and implement a written, appropriate transition plan for the child exiting early intervention services. In order to do this, collaboration between the early intervention service coordinator, families and school district and/or community agency personnel is crucial.

Transition Regulations

The Individuals with Disabilities Education Improvement Act (IDEA 2004) provides statutory requirements to states for services to eligible infants and toddlers and their families age birth through age 2 under Part C, and from age 3 through 21 under Part B, Special Education Services. In Nevada this means a change from services being provided by Nevada Early Intervention Services under the Department of Health and Human Services, Health Division to services provided by individual school districts under the Nevada Department of Education. Both early intervention services and school districts have responsibilities under IDEA for ensuring a smooth, effective transition from the Part C system.

Sec. 303.344 Content of an IFSP

h) Transition from Part C services.

- (1) The IFSP must include the steps to be taken to support the transition of the child, in accordance with Sec. 303.148, to--
 - (i) Preschool services under Part B of the Act, to the extent that those services are appropriate; or
 - (ii) Other services that may be available, if appropriate.
- (2) The steps required in paragraph (h)(1) of this section include--
 - (i) Discussions with, and training of, parents regarding future placements and other matters related to the child's transition;
 - (ii) Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting; and
 - (iii) With parental consent, the transmission of information about the child to the local educational agency, to ensure continuity of services, including evaluation and assessment information required in Sec. 303.322, and copies of IFSPs that have been developed and implemented in accordance with Secs. 303.340 through 303.346.

Sec. 303.148 Transition to preschool programs

- (a) A description of how the families will be included in the transitional plans;
- (b) A description of how the lead agency under this part will--
 - (1) Notify the appropriate local educational agency or intermediate educational unit

in which the child resides; and

- (2) Convene, with the approval of the family, a conference among the lead agency, the family, and the local educational agency or unit at least 90 days before the child's third birthday or, if earlier, the date on which the child is eligible for the preschool program under Part B of the Act in accordance with State law, to-
 - (i) Review the child's program options for the period from the child's third birthday through the remainder of the school year; and
 - (ii) Establish a transition plan

Transition and Service Coordination

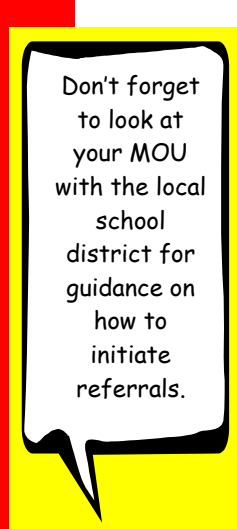
The early intervention service coordinator is key to facilitating a successful transition with no breaks or gaps in services between Part C and Part B programs. The early intervention service coordinator is responsible for initiating and coordinating the transition planning. Information and assistance provided by the service coordinator can

- promote decisions that meet the family's individual needs,
- ensure the continuity of services,
- avoid duplication in assessment and evaluations, and
- reduce stress for children, families and service providers.

Although transition should be an ongoing discussion, the actual development of the transition plan should begin no later than when a child is 2 years 6 months of age. At this time, the early intervention service coordinator and the family will begin in depth discussions regarding the fact that soon their child will no longer be eligible for early intervention services. The transition plan will include:

- An Individualized Family Service Plan (IFSP) meeting will be convened to begin to discuss the transition process and timelines as well as service options, such as early childhood special education through the local school district, Head Start or local child care services.
- For the child who may move out of state, or whose family does not choose to participate, the service coordinator must discuss strategies to support the child's ongoing developmental progress and alternative program options with the family. At this point in time, the service coordinator should discuss with the family other options that may be available. Is the family interested in pursuing other services? Is the child still experiencing a delay that would benefit from services and if so, what is available? Does the family have financial resources to pay for a program that has a fee for service? Families may also choose to transition to home, and not pursue any services for their child.
- With written parental permission, the early intervention service coordinator will provide the local school district with relevant information, such as the IFSP and current evaluation and assessment reports.
- With parental approval, the service coordinator will begin to communicate with the local school district to prepare them for the possibility of an incoming student, and a transition meeting with school district personnel will be scheduled.

- The service coordinator will support the child and family during the transition process by providing information regarding process and timelines as well as by providing pertinent information for the eligibility meeting with the school district services. During the last six months before the child exits early intervention services, the service coordinator will reconvene the IFSP meeting to review outcomes and rate whether they have been accomplished or not. Outcomes may be added to further prepare the child for transition and to assist the child to function in a new setting. An example might be an outcome which addresses separation anxiety and the ability of the child to function more independently.
- The final transition plan, as well as the transition meeting, must be completed by the time the child is 2 years 9 months of age. The earlier the transition meeting, the easier it is to complete the necessary steps to ensure a smooth transition.



Don't forget to look at your MOU with the local school district for guidance on how to initiate referrals.

Parts of a Transition Plan


The transition plan is documented in the IFSP and must include the type of assistance that the family may need to prepare for the transition. According to Part C of IDEA regulations, the IFSP must include steps to support the transition of the child to preschool services under Part B or to other services that may be available, if appropriate. The transition plan must include:

1. Discussions with and training of parents, regarding future placements and other matters related to the child's transition.
2. Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting.
3. With parental consent, the transmission of information about the child to the school district, including evaluations and assessment reports and the IFSP.

The transition plan page of the IFSP is designed to provide the IFSP team, in which the parent is a vital member, with a planning tool that documents all transition meeting plans and activities to be completed by the time the child turns three years of age. The transition plan is meant to:

- Meet the individual transition needs of the child and family,
- Ensure the continuity of services,
- Minimize stress and the disruption of the family,
- Promote planning, preparation, and implementation of opportunities for participation in school district or community programs.

The transition plan is an ongoing process that begins with a discussion at the very beginning of the family's early intervention services. Transition will look different for each family and each transition plan must be individualized to meet that child and family's needs to ensure a smooth transition and continuity of services. This conversation will occur at every IFSP meeting, but in more detail as the child approaches 2 years 6 months of age.




Don't forget your Prior Written Notice for all transition meetings.

Responsibilities:

Nevada Early Intervention Services (Part C)

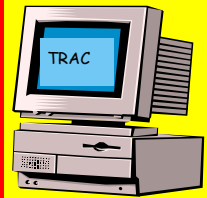
It is the responsibility of service coordinators to assist the family in developing transition plans to prepare the child and their family to exit from early intervention services. The following are steps to be taken to develop and implement the transition process. The early intervention program must:

- 1) Introduce the Transition Process: The transition plan is documented in the Individualized Family Service Plan (IFSP) and must include the steps to be taken to support the transition of the child, including the exchange of information and transition procedures and timelines. Remember that this requires an IFSP meeting, must have a Prior Written Notice, and the procedural safeguards must be reviewed at this meeting. A beginning conversation around transition should take place at the very first IFSP meeting, even if the child is not yet ready for transition.
- 2) Begin to Develop the Plan: The service coordinator should begin to develop the plan at 2 years 3 months and no later than 2 years 6 months.
- 3) Refer to Community Agencies/Programs: In the case of a child who may not be eligible for preschool services under Part B, or the family chooses not to pursue school district services, discussions with the family will assist in determining if there are other community agencies or programs that might be appropriate for the child as they turn three. With the approval of the family, the service coordinator should make reasonable efforts to convene a conference among the lead agency, the family and providers of other appropriate services for children who are not eligible under Part B.
- 4) Notify the Local Education Agency (LEA) and Local School District: With parental consent, notify the local educational agency in which the child resides that the child will soon be 2 years 6 months and may be eligible for preschool services under Part B. Staff should be aware of the Interlocal Agreement that has been developed with the receiving school district and follow the protocol laid out in that procedure for referral.
- 5) Release Relevant Information for Part B Eligibility Determination: The parent must be involved in the decision about which early intervention documents should be sent to the school district. Information provided may include evaluation and assessment reports and the most current copy of the IFSP. Make sure that the family understands the contents of any document that is being forwarded. Only documents generated by the early intervention program can be shared, and only with the parent's written consent.
- 6) Hold the Transition Meeting: The IFSP team is reconvened and, with the consent of the parent, the early intervention service coordinator facilitates a transition meeting, to be held when the child is 2 years 6 months or no later than 2 years 9 months of age, with the local education agency representative, the family, and any other appropriate providers to develop a transition plan. The Statewide Interlocal Agreement identifies that the school district should have 30 days notice to attend the transition meeting, required



At the invitation of the parent, the early interventionist can provide support to the family by attending the IEP meeting and provide valuable information about the child's skills and abilities.

under IDEA 2004. However, local program agreements with school districts may specify a different process. This transition meeting must be held no later than 90 days prior to the child's third birthday. Not all school districts offer year round school services. It is particularly important to keep this in mind if the child's third birthday is in June, July, or August. If the school is on summer break, the child's appropriate first day of school may be the following school year. Under IDEA 2004, Extended School Year (ESY) services must be considered in the IEP process during transition.



Don't forget to update TRAC transition meeting dates.

- 7) Release Follow-up Information: If the child is determined eligible for Part B services, with written parental consent, provide pertinent follow-up information, if requested, to the child's local school district.
- 8) Attend the IEP Meeting: The early intervention service coordinator should ask the parent if they would like them to attend the child's IEP meeting. The local school district must, with parent consent, invite the early intervention service coordinator to attend the child's IEP meeting. The early intervention service coordinator and service providers can offer the IEP team valuable information about the child's skills and abilities, as well as provide support to the family. NEIS staff are not to make program recommendations at IEP meetings, but should support by providing information around the child's needs and concerns.
- 9) Share Information: Information regarding community programs and resources must be provided to all families whose children are transitioning out of early intervention services.
- 10) Update TRAC: Update the Part C, TRAC data system to include the date of the child's IEP and the date that services will begin, as specified by the IEP for children who are Part B eligible. Determine if the Interlocal Agreement between early intervention and the local school district specifies how that data will be shared. This data is required for Nevada's annual report to the U.S. Department of Education.

The following table outlines a general timeline for the transition process.

Transition Timeline

Begin conversation	Begin to Develop the transition plan	Make referral to local school district or community agency and schedule transition meeting	Transition plan and transition meeting are complete	Complete activities on the IFSP Transition Plan	Eligibility meeting for school district services	Exit Part C
Initial IFSP	2 years 3 months — 2 years 6 months or earlier, if appropriate	2 years 3 months — 2 years 8 months	2 years 9 months	Before 3rd birthday	Before 3rd birthday	3rd birthday

Responsibilities:

Local School Districts (Part B)

Sec. 300.121 Free Appropriate Public Education (FAPE)

(c) FAPE for children beginning at age 3

(1) Each State shall ensure that-

- (i) The obligation to make FAPE available to each eligible child residing in the State begins no later than the child's third birthday; and
- (ii) An IEP or IFSP is in effect for the child by that date; in accordance with 300.342(c)

(2) If a child's third birthday shall occur during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

Sec. 300.132 Transition of children from Part C to preschool programs

- (a) Children participating in early intervention programs assisted under Part C of the Act, and who will be participating in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those programs in a manner consistent with section 637(a)(8) of the Act,
- (b) By the third birthday of a child described in paragraph (a) of this section, an IEP, or is consistent with 300.342(c) and section 636(d) of the Act, an IFSP, has been developed and is being implemented for the child consistent with 300.121(); and
- (c) Each LEA will participate in transition planning conferences as arranged by the designated lead agency under 637(a)(8) of the Act.

Remember the transition meeting is a requirement under Part C and should be lead by the Service Coordinator. The IEP meeting is the school district's meeting and you are a team participant.

To ensure a smooth transition of children from one program to another, a Cooperative Agreement between the Nevada Departments of Health and Human Services and Education has been developed stating that the Department of Education will complete the following steps:

- 1) Ensure that each local education agency has and carries out policies and procedures relating to a smooth transition, and an Individualized Education Program (IEP) by their third birthday for those children exiting Part C programs who are eligible to receive Part B services.
- 2) Ensure that, with 30-day notice, the local education agency will

participate in an IFSP transition meeting to be held with the family, early intervention program, and any other appropriate providers at least 90 days prior (and may be up to 9 months prior) to the child's third birthday for the purpose of writing a transition plan.

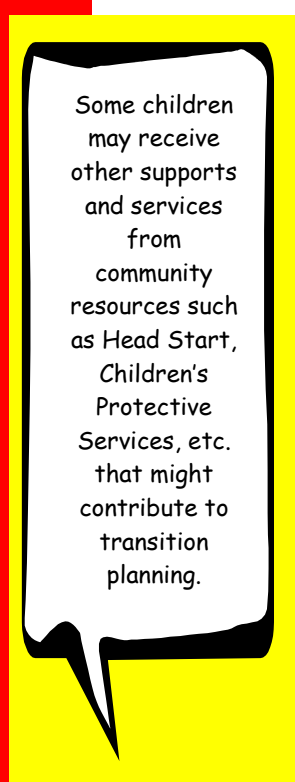
- 3) Ensure that the local education agency has and carries out policies and procedures to determine the child's need for extended school year services, within the IEP process, if the child is determined eligible for Part B services.
- 4) Ensure that the local education agencies maintain and report data to the Nevada Department of Health and Human Services on eligible children exiting the Part C system who have an Individualized Education Program (IEP) in place and are receiving appropriate services on their third birthday. Each local school district shall report to the sending early intervention program the date of the initial IEP for eligible children transitioning from Part C to Part B special education programs, and the date services are initiated.

What We Know About the Transition of Young Children

Research indicates that children with disabilities experience all of the same problems in transition as typically developing children of the same age, but often to a more significant degree. Family involvement in the child's program and in the process of transition is critical.

Consider the following factors:

- How are the child and the family prepared for transition?
- Does the child have experience with interacting with other children and adults?
- Is the child cooperative with others and typically follows directions from adults?
- How do family needs and supports influence the transition process?
- Are there family activities with their child that could be linked to successful transition?
- How will the transition process ensure that the parents' questions are answered and that they have all of the information needed to make informed decisions?
- How will each member of the transition team, including the parents, "hold up their end of the bargain" and be an active participant?



Some children may receive other supports and services from community resources such as Head Start, Children's Protective Services, etc. that might contribute to transition planning.

How to Prepare for the Transition Planning Meeting From Part C

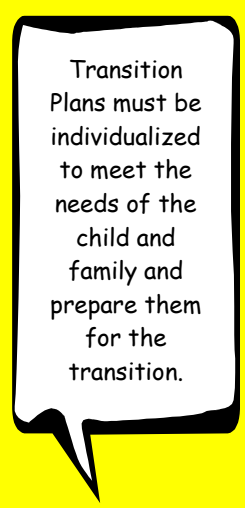
In order to prepare for the Transition Planning Meeting, the service coordinator is responsible for completing the following:

- **Prepare your thoughts.** Think about the needs of the child and family. What are the family's resources and preferences? How does the transition fit into the more complete picture of the family's concerns and priorities?
- **Preparation with the family:** Conversations with families regarding the family's concerns that should be addressed through the transition planning process.
- **Know the family's rights and responsibilities for Part C transition.** Transition is a part of the IFSP and requires Prior Written Notice for meetings.
- **Establish rapport with local school district early childhood special education personnel and keep the lines of communication open to help ensure a smooth transition.** A positive attitude and good communication help ensure a smooth transition and make the adjustment to new services easier.

Things for Families to Consider When Preparing for Transition

The service coordinator is responsible for assisting the family in preparing for the transition meeting with the local school district, or any other community program as appropriate. The following are examples of some, but not all, of the issues a service coordinator and family might want to consider. Each family and child will have unique priorities, concerns and needs.

- What information will I need to know to support my child?
- Will my child need more tests/assessments?
- Will my child need services? What type of services may he/she need?
- How will my early intervention providers share what they know with the new providers and teachers?
- My child is in child care, can I get services for my child at our child care center?
- Will my rights or those of my child be different from what they were in early intervention? How?
- If my child does not go to the school district, what are my other options?
- How will special education programs or other community agency services be different from early intervention programs?



Transition Plans must be individualized to meet the needs of the child and family and prepare them for the transition.

- Can my child go to the same school as his/her brother or sister?
- How will my child get to these services/school? Is transportation provided? If so, how long is the bus ride?
- What if my child needs medications or special medical services during the day?
- What happens if my child has a special diet or G-tube?
- What if my child has seizures?
- My child has a visual impairment. How will he learn his new environment?
- Do they have special equipment that will help my child learn?
- Do the children receive instruction that is individualized to meet their unique needs?
- My child needs to use sign language. How will my child be able to communicate his desires and needs?
- My child wears diapers. How will his diapers be changed?
- Are bathrooms, stairs, playground, etc., accessible and adapted to the needs of my child?
- My child has never been separated from me for an extended period of time and/or has never participated in a group setting with other children. What can be done to help prepare us?
- Can I visit my child's classroom once he is enrolled?
- How will the teacher communicate how my child's day went?

Service Coordinator's Role in Transition

Transitions from early intervention services can be a critical point of decision making for a family. It is the role of the early intervention service coordinator to facilitate discussion with, and provide training to, parents regarding future options and other matters related to the child's transition out of early intervention services. This includes:

- Procedures to prepare the child and family for changes in service delivery,
- Steps to help the child adjust to and function in a new setting and,
- Facilitate the transition meeting that must take place no later than 90 days prior to the child's third birthday.

The service coordinator begins the transition process at the development of the initial IFSP. It begins with a conversation between the service coordinator and the parent of what early intervention means, the timeline of services, and eligibility for the program, including exiting. Transition planning continues to be an ongoing conversation, documented on the Transition Plan page of the IFSP.

Between 2 years 3 months and no later than 2 years 6 months, the IFSP team is reconvened to begin transition planning. Just as the conversation about transition is introduced at the initial IFSP, the transition planning meeting can start early, depending on the individual needs of the

child and family. No later than 120 days before the child's third birthday, the service coordinator will facilitate the transition meeting with the parents and representatives of the school district if the child is transitioning to Part B services. If for some reason, the school district representative cannot attend the transition meeting, the meeting still takes place. A meeting would be scheduled with the school district at a later date to facilitate a successful transition.

The service coordinator will discuss with families their options for services when their child turns three, which include (#3 on transition page):


- preschool special education services and/or
- appropriate services in the community if the family is not sure about school district services, or the child may not be eligible. (A transition meeting is not required with the receiving agency, but recommended.)

Training of the parent would include the discussion of the necessary "next steps" and who will be involved in the transition process. Training of the parent is to support the parent in understanding the differences between Part C and Part B services and could include the following (#8 on Transition page):

- Identifying the differences in terminology, e.g., Individual Education Program (IEP), Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE).
- Identifying that services change from a family focus to a child educational/developmental focus.
- Clarifying with parents what questions they may have for the transition meeting.
- Explaining that there is a difference in eligibility criteria for school district services.
- Explaining what other options may be available for the child, if the school district may not be the appropriate program for the child.

The service coordinator and parents will identify ways in which to prepare the child to adjust to and function in a new setting. These strategies will be identified on the IFSP and could include things such as (#5 on Transition page):

1. Susie will explore the new classroom with the vision teacher before school starts.
2. Susie will attend the Family to Family group to experience interacting with other children.
3. Susie will learn to use a walker in order to get from the bus to her class.
4. Susie and her parents will ask if they can have permission to try out the school bus.
5. Susie will be able to sit and listen to a story at library time with her friends.



Transition Plans need to be individualized to provide training for the parent and preparation of the child.

There must also be documentation on the IFSP that the family has been prepared for the change in the system of service delivery. This could include information and training provided to the parents through the transition meeting with the school district such as:

- The parents will be familiar with the IEP process and how placement is determined.
- The parents will be familiar with terminology used in the school district such as Least Restrictive Environment, mentally retarded, Autism, self-contained and inclusive classrooms.

The service coordinator is also responsible for ensuring that the appropriate information is sent to the receiving program or agency. A discussion with the parents should be documented to decide which information the parents would like to share, such as evaluation and assessment reports and the latest copy of the IFSP. A release of information must be obtained from the parent (#6 and 7 of the transition page).

To assist the child, parents and the service provider prepare for the transition, the service coordinator should keep the following in mind:

- Begin the process timely (as early as 2 years 3 months no later than 2 years 6 months).
- Talk about the process and the new setting in a positive manner.
- Encourage the parents to ask questions and express fears and concerns.
- Identify specific skills the child needs to adjust to and function in a new setting.
- Communicate and share information between parents and the new program/agency.

Transition Meeting with the School District

The early intervention service coordinator will schedule and convene, with the approval and attendance of the family, a transition planning meeting with the local school district. This meeting must take place no earlier than 9 months and no later than 90 days before the child's third birthday. If the child's birthday occurs over the summer, the transition meeting should occur in the spring to allow for the local school district staff to attend and the plan to be in place by the child's third birthday. Services are implemented as stipulated by the IEP.

Early Intervention Service Coordinator's Responsibilities:

- Obtain permission from the family to schedule the transition meeting,
- Identify the meeting participants to the family,
- Provide 30 days notice, or follow your Interlocal Agreement in providing notice to the local school district for the transition meeting.
- Coordinate and schedule a transition meeting, with the approval of the family and in conjunction with the appropriate school district personnel and/or community providers, no later than 90 days before the child's third birthday. If the school district representative cannot attend, the transition meeting is still held.

- Provide Prior Written Notice to the family in enough time for them to participate.
- With parental consent, and if appropriate, prepare a transition packet of information to be given to the school district in advance of the Transition Meeting. The packet may include the following information:
 1. Contact information
 2. Child's date of birth
 3. Current IFSP
 4. The most recent assessment completed by early intervention to implement the IFSP
 5. Current vision/hearing information
 6. Other information or documentation as appropriate.
- Attend, facilitate and document the transition meeting including updating the IFSP transition page, as well as obtain signatures of the participants,
- Update TRAC data to reflect the transition meeting dates.

If the child is potentially eligible for early childhood services from the local school district, a representative of the school district will attend the transition meeting. If for some reason, the school district representative cannot attend, the transition meeting must still be held 90 days before the child's third birthday.

The School District Representative Responsibilities:

The school district will review the transition packet of information provided by the early intervention service coordinator, including prior assessment data and the IFSP, as well as request any additional information and input needed from the family and the program. The school district representative will:

- Provide requested information as appropriate (e.g., description of services, calendar of school year, etc.)
- May review Part B procedural safeguards,
- Work together with the family and the early intervention service coordinator to finalize the transition plan in the IFSP,
- Provide information to the family about the evaluation process and the determination of eligibility for the early childhood program, as well as the development of the IEP,
- Schedule appropriate evaluations and assessments to determine eligibility, or refer the parents to Child Find to schedule appointments.

In accordance with the Part B regulations and procedures, the school district will schedule and conduct any other needed evaluations in order to determine the child's eligibility for the early childhood program, including observations.



Remember to contact the school district 30 days before needing a transition meeting to give them time for scheduling.

Sec. 300.347 Content of the IEP

- (a) **General.** The IEP for each child with a disability must include-
- (1) A statement of the child's present levels of educational performance, including -
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
 - (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability;
 - (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child-
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
 - (4) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
 - (5)(i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
 - (ii) If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of -
 - (A) Why that assessment is not appropriate for the child; and
 - (B) How the child will be assessed;
 - (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
 - (7) A statement of -
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of -
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

What Happens in the School District?

Eligibility is different for special education services through the school district than it is for early intervention services. A medical diagnosis does not ensure that the child will automatically qualify for early childhood special education with the school district.

After the child has been evaluated by the school district and the child is determined eligible for special education services, an Individualized Education Program (IEP) meeting is scheduled.

The school district will ask parents if they want to invite the early intervention service coordinator to the IEP meeting. Parents may invite anyone they wish to participate in this meeting to support the preparation of an IEP.

Differences in the IFSP and the IEP in Transition

Although the contents of the IFSP and the IEP are similar, the IFSP focuses on the family and child and addresses services based on individual developmental outcomes. The IEP focuses on the individual needs of the child and addresses educational outcomes for that child. The IEP specifies the special education and related services (OT,PT, SLP) the child will receive. The IEP meeting is an opportunity for parents, teachers, school administrators, related service providers and early intervention service providers to look at the unique needs of the child and work together to develop a plan to assist the child in progressing in the educational setting.

Components of the Individualized Family Service Plan

A statement of the child's present levels of physical (including vision and hearing), cognitive, communication, social or emotional, and adaptive development, based on objective criteria, and family assessments.

A statement of the major outcomes expected to be achieved for the child and the family.

A statement of specific early intervention services necessary to meet the unique needs of the child and family.

A statement of natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which services will not be provided in natural settings.

The projected date for initiation of services and the anticipated duration of the services. It must also include the frequency, intensity, and method of delivering the early intervention services.

The criteria, procedures, and times used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary.

Parent signature on the IFSP means informed written consent is given for the services listed in the IFSP.

Components of the Individualized Education Program

A statement of the child's present levels of educational performance including how the disability affects the child's participation in appropriate activities.

A statement of measurable annual goals and benchmarks/objectives related to how the child will be involved and participate in appropriate activities, as well as how the child's educational needs that result from the disability will be met.

A statement of the special education and related services, modifications, and supplementary aids and services to be provided to the child or on behalf of the child as well as program modifications or supports for school personnel .

An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom and in general education activities.

The projected date for the beginning of the services and modifications. The anticipated frequency, location, and duration of those services and modifications.

A statement of how the child's progress toward goals will be measured, including how the child's parent will be regularly informed, to include the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

Parent signature on the IEP indicates that the parent participated in the development of the IEP. Additionally, informed written consent must be given by the parent for the initial provision of special education and related services under Part B as outlined in the IEP.

IEP Requirements

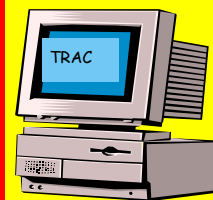
The early intervention service coordinator should inform families that they also have rights and procedural safeguards under Part B, which can be accessed through their local school district and child's IEP team.

The Individualized Education Program (IEP) must be in place by the eligible child's third birthday.

The IEP must include:

- A statement of the child's present levels of academic performance, including how the child's disability affects the child's involvement and progress in the general curriculum. For preschool children, a statement must address, as appropriate, how the disability affects the child's participation in appropriate activities.
- A statement of measurable, annual goals and how these goals will be measured.
- A statement of how parents will be regularly informed on progress toward goals.
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to the child.
- An explanation, if needed, addressing why the child will not participate with non-disabled children.
- Behavioral Plan, if necessary
- Language needs if primarily non-English speaking.
- Special consideration for children who are blind, hearing impaired, have autism, etc.
- Determination of whether there are Extended School Year needs.
- The last thing to be determined is the placement where the child is most likely to achieve the goals the team has agreed upon, including a statement of other placements considered, and why the team rejected a less restrictive placement.

If families feel the IEP is not appropriate, they have all of the same procedural safeguards in Part B that they did under Part C.



Don't forget to update TRAC with date of IEP meeting.

Nevada Administrative Code (NAC) for Nevada Department of Education

388.284 Individualized educational program: Contents; considerations when developing. (NRS 385.080, 388.520)

1. Each committee shall include in the individualized educational program it develops:
 - a) A statement of the pupil's present levels of educational performance, including, without limitation:
 - (1) If the pupil is preschool age, a description of how the disability of the pupil affects the participation of the pupil in appropriate activities.
 - (2) If the pupil is above preschool age, a description of how the disability of the pupil affects the involvement and progress of the pupil in the general curriculum.
 - (b) A statement of the measurable annual goals, including benchmarks or the short-term instructional objectives, related to meeting the needs of the pupil that result from the pupil's disability. Such goals must enable the pupil to participate and progress in the general curriculum and meet the other educational needs of the pupil that result from the pupil's disability.
 - (c) A statement of the specific special education, supplementary aids and services, and related services to be provided to the pupil, or on behalf of the pupil, and a statement of the modifications to the regular educational program or support for school personnel that must be provided for the pupil to:
 - (1) Advance appropriately toward attaining the annual goals set forth in paragraph (b);
 - (2) Participate and progress in the general curriculum;
 - (3) Participate in extracurricular activities and other non-academic activities; and
 - (4) Participate with other pupils with disabilities and pupils who are not disabled in the activities described in this paragraph.
 - (d) A statement of the assistive technology devices and services necessary for the pupil to be able to receive a free appropriate public education.
 - (e) If the pupil is 14 years of age or older, a statement of the needs of the pupil for transition services with regard to the pupil's courses of study, including, without limitation, participation in advanced placement courses or a vocational educational program. The committee may prepare such a statement before the pupil is 14 years of age if the committee determines that the statement is appropriate for the pupil. The statement required by this paragraph must be updated annually.
 - (f) If the pupil is 16 years of age or older, a statement of the transition services needed by the pupil, including, if appropriate, a statement of interagency responsibilities or any other linkages needed. The committee may prepare such a statement before the pupil is 16 years of age if the committee determines that the statement is appropriate for the pupil. The statement required by this paragraph

must be updated annually.

- (g) The projected dates for the initiation of the modifications and services described in paragraphs (c) to (f), inclusive, and the anticipated frequency, location and duration of such modifications and services.
- (h) A statement that describes the method by which the progress of the pupil toward the annual goals will be measured, and the method by which the parents of the pupil will be regularly informed, by periodic reports of progress or otherwise, at least as often as a parent of a pupil who is not disabled is informed of the progress of his pupil. The report of progress must adequately inform the parent of:
 - (1) The progress of the pupil; and
 - (2) The extent to which the progress is sufficient to enable the pupil to achieve the goals set forth in paragraph (b) on or before the completion of the academic year.
 - (i) A statement of the modifications that are necessary, if any, for the pupil to participate in examinations which are required by this State or the public agency. If the committee determines that the pupil must not participate in a particular examination or a particular part of an examination, the committee shall include a statement describing the reason why the examination or the particular part of an examination is not appropriate for the pupil, and the method by which the pupil will be otherwise tested. The committee shall not base its determination of whether a pupil may participate in such examinations upon the fact that the pupil has already been labeled as having a disability, or upon the placement of the pupil, or other categorical factors.
- (j) If the pupil is entering the public agency from another public agency, provisions relating to case management and interagency transition services.
- (k) A statement of the reasons for the placement of the pupil, including a statement of the other placements considered by the team and the reasons why the team rejected a less restrictive placement.
- (l) An explanation of the extent, if any, to which the pupil will not participate in a regular class or in extracurricular or other nonacademic activities with pupils who are not disabled.
- (m) On or before the date on which the pupil attains the age of 17 years, a statement that the pupil has been informed of the rights that will devolve upon the pupil when the pupil attains the age of 18 years. The statement must be updated annually.

2. When developing a pupil's individualized educational program, the committee shall:

- (a) If the behavior of the pupil impedes the learning of the pupil or other pupils, consider, if appropriate, strategies to address such behavior, including, without limitation, positive behavioral supports and interventions;
- (b) If the pupil has limited proficiency in English, consider the language needs of the pupil as those needs relate to the pupil's individualized educational program;
- (c) If the pupil is blind or visually impaired, provide for instruction in Braille and the use of Braille, unless the committee determines, after an evaluation of the pupil's reading and writing skills, needs and appropriate reading and writing media, including, without limitation, an evaluation of the pupil's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the pupil;

- (d) Consider the communication needs of the pupil, and in the case of a pupil who is deaf or hard-of-hearing, consider the pupil's language and communication needs, opportunities for direct communications with other pupils and professional personnel in the pupil's language and communication mode, academic level and full range of needs, including, without limitation, opportunities for direct instruction in the pupil's language and communication mode; and
 - (e) Consider whether the pupil requires assistive technology devices and services.
3. When developing a pupil's individualized educational program, the public agency:
- (a) May include goals and objectives of the general curriculum in the individualized educational program of the pupil if the pupil's disability affects participation, involvement and progress in the general curriculum, and if the individualized educational committee determines that the inclusion of such goals and objectives is appropriate for that pupil;
 - (b) Shall not limit the availability of extended school year programs to pupils with a particular category of disability or unilaterally limit the type, amount or duration of those programs; and
 - (c) Shall include in the individualized educational program of a pupil who requires positive behavioral interventions, strategies and supports:
 - (1) Positive methods to modify the environment of pupils with disabilities to promote adaptive behavior and reduce the occurrence of inappropriate behavior;
 - (2) Methods to teach skills to pupils with disabilities so that the pupils can replace inappropriate behavior with adaptive behavior;
 - (3) Methods to enhance the independence and quality of life of pupils with disabilities;
 - (4) The use of the least restrictive methods to respond to and reinforce the behavior of pupils with disabilities; and
 - (5) A process of designing interventions based on the pupil, that are focused on promoting appropriate changes in behavior as well as enhancing the overall quality of life for the pupil, without the use of aversive or negative means.
4. If both an individualized educational program and another individualized plan or program of services are required to be prepared for a pupil, the latter plan or program may be incorporated in the individualized educational program.
5. As used in this section, "extended school year programs" means special education and related services that:
- (a) Are provided to a pupil with a disability outside the normal school year of the public agency;
 - (b) Are in accordance with the pupil's individualized educational program;
 - (c) Are provided at no cost to the parents of the pupil; and
 - (d) Comply with the requirements of this chapter.

NAC 388.281 Development, implementation, review and revision of individualized educational program. (NRS 385.080, 388.520) Except as otherwise provided in NAC 388.282:

1. Before providing special services and programs of instruction for pupils with disabilities,

other than gifted and talented pupils, a public agency shall adopt a procedure whereby an individualized educational program is developed for each such pupil. The procedure adopted must ensure that an individualized educational program is in effect at the beginning of each school year, and before the initiation of special education or related services. For eligible pupils making the transition from programs operated pursuant to 20 U.S.C. §§ 1431 to 1445, inclusive, an individualized educational program must be developed and implemented by the pupil's third birthday. An individualized family service plan may serve as the individualized educational program for pupils who are between 3 and 5 years of age if the agency complies with the provisions of 34 C.F.R. § 300.132. As used in this subsection, the term "individualized family service plan" has the meaning ascribed to it in 34 C.F.R. § 303.340(b).

2. The individualized educational program for a pupil must be developed, reviewed and revised by a committee which includes at least:
 - (a) One representative of the public agency who is:
 - (1) Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of pupils with disabilities;
 - (2) Knowledgeable about the general curriculum of the public agency; and
 - (3) Knowledgeable about the availability of resources of the public agency;
 - (b) If the pupil participates in a regular educational environment, one regular classroom teacher who teaches the pupil, or if the pupil may participate in a regular educational environment, one regular classroom teacher;
 - (c) One special education teacher who teaches the pupil, or if appropriate, one person who provides special educational services to the pupil;
 - (d) Except as otherwise provided in subsections 6 and 7, one or both of the pupil's parents;
 - (e) If not otherwise a member of the committee, a person who is familiar with the tests and other assessments performed on or by the pupil and their results and who can interpret the instructional implications of the results of the evaluation;
 - (f) Except as otherwise provided in subsection 8, if the committee is meeting to develop an individualized educational program which includes needed transition services, or to consider the pupil's transition services needs, the pupil and a representative of the participating agency; and
 - (g) At least one member of the committee must have personal knowledge about the personnel and options for placement available to provide special education and related services to the pupil.
3. The parents or their representative and the representative of the public agency may each ask such other persons as have knowledge or special expertise concerning the pupil, including the pupil and persons who provide related services to the pupil, as the parents or the representative of the public agency deem appropriate to join the committee.
4. The public agency shall:
 - (a) At least annually, initiate and conduct the meetings of the committees formed to

develop the individualized educational programs;

- (b) Maintain detailed records of each such program and the procedure followed in developing it;
- (c) Ensure that each regular classroom teacher, special education teacher, persons who provide related services, and any other provider of services to the pupil who is responsible for carrying out the pupil's individualized educational program has access to the pupil's individualized educational program and is informed of any specific responsibilities related to carrying out the pupil's individualized educational program;
- (d) Ensure that each regular classroom teacher, special education teacher, persons who provide related services and any other provider of services to the pupil who is responsible for carrying out the pupil's individualized educational program is informed of any specific accommodation, modification or support that must be provided to the pupil in accordance with the pupil's individualized educational program;
- (e) Implement each program as soon as possible after it is developed;
- (f) Take whatever action is necessary, including arranging for an interpreter for parents who are deaf or whose native language is other than English, to ensure that parents who attend a committee meeting understand the proceedings;
- (g) Provide the services and instruction deemed necessary for the pupil by the committee; and
- (h) Initiate and conduct additional meetings of the committees formed to develop the individualized educational programs to identify alternative methods of providing transition services or to revise the individualized educational program of a pupil with a disability when a participating agency fails to provide an agreed upon service.

5. The public agency shall:

- (a) Schedule the meeting for a time and at a place that is mutually agreed upon by the parents of the pupil and the public agency;
- (b) Provide the parents of the pupil written notice of the purpose, date, time and location of the committee meeting and a list of the persons who will attend the meeting;
- (c) Inform the parents of their right to invite persons who have knowledge or special expertise regarding the pupil, including, without limitation, related service personnel, to participate as a member of the committee that will develop the pupil's individualized educational program;
- (d) Provide the parents with a statement of parental rights; and
- (e) If needed, transition services for a pupil, transition services needs for a pupil or both needed transition services and transition services needs of a pupil will be discussed at the meeting:
 - (1) Provide notice pursuant to paragraph (b) to the pupil and the parent and include in the notice to the pupil an invitation to the pupil to attend the meeting and include in the notice to the parent a statement that the pupil will be invited to attend the meeting; and
 - (2) Specifically state in the notice provided pursuant to paragraph (b) that

needed transition services, transition services needs or both needed transition services and transition services needs, as applicable, will be discussed at the meeting.

The notice must be given sufficiently far in advance of the meeting to enable the parents to make arrangements to attend.

6. If the parents do not acknowledge receipt of the notice given pursuant to subsection 5, the public agency shall make additional attempts to notify them, which may include, without limitation, attempts to notify them by telephone or through a visit to their home or place of employment. If, after consultation concerning the time and place of the meeting, the parents are unable to attend the committee meeting in person, the public agency shall use reasonable efforts to secure their participation in the meeting by written, telephonic or other means. The public agency shall keep detailed records of any telephone calls, correspondence or visits made to the parent's home or place of employment or had pursuant to this section and their results, if any.
7. If the reasonable efforts of the public agency to involve the pupil's parents are unsuccessful, the parents shall be deemed unavailable and the public agency shall develop an individualized educational program without the parents.
8. If the individualized educational program includes needed transition services, transition services needs or both needed transition services and a statement of transition services needs, and a representative of the participating agency does not attend the meeting, the public agency shall consult with the participating agency regarding the planning of such services. If the pupil for whom the individualized educational program is being developed does not attend the meeting, and the program includes needed transition services, transition services needs or both needed transition services and transition services needs, the public agency shall use alternative methods to ascertain the preferences and interest of the pupil and document the alternative methods that were used.
9. The committee shall:
 - (a) Meet to develop the pupil's program no later than 30 days after it is determined that the pupil is eligible for special services and programs of instruction.
 - (b) Base the program it develops on the results of an evaluation made in accordance with NAC 388.330 to 388.440, inclusive.
 - (c) Review the program at least annually and revise it as necessary.
 - (d) Provide a copy of the program and any revisions to the parents.

Things To Be Considered Before the IEP Meeting

The following are items that parents may want to consider before the IEP meeting:

- Does the school district know who will be invited to attend the IEP meeting?
- Has the school district been given copies of therapy reports, evaluations and assessments or any other related information generated by the early intervention program?
- Do the parents wish to review the assessment reports prior to the meeting?
- Are there other early childhood programs, services and activities available that could be considered for the child?
- List the child's strengths and abilities as well as their needs.

Summer Birthdays

For those children whose birthdays occur in the summer months, especially in June, July and August, or early Fall, the early intervention service coordinator should initiate the transition process at least six months before the child's third birthday, or in adequate time to ensure that school district personnel are available for the transition meeting. Children that were eligible for early intervention services who have their third birthday during the summer months are not automatically entitled to receive special education and related services during the summer months. When a child turns three during the summer months, the Individualized Education Program (IEP) developed by the third birthday must address whether the child qualifies for Extended School Year (ESY) services.

Services at age 3, if Extended School Year services are not appropriate, would begin on the next scheduled school day per the school calendar. The school district is not out of compliance with the 3rd birthday requirement if services do not begin because school is not in regular session, e.g., holidays, summer break, etc.

Sec. 300.309 Extended school year services

(a) **General.**

- (1) Each public agency shall ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
- (2) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with §§300.340-300.350, that the services are necessary for the provision of FAPE to the child.
- (3) In implementing the requirements of this section, a public agency may not-
 - (i) Limit extended school year services to particular categories of disability; or
 - (ii) Unilaterally limit the type, amount, or duration of those services.

(b) **Definition.**

As used in this section, the term **extended school year services** means special education and related services that-

- (1) Are provided to a child with a disability-
 - (i) Beyond the normal school year of the public agency;
 - (ii) In accordance with the child's IEP; and
 - (iii) At no cost to the parents of the child; and
- (2) Meet the standards of the SEA.

What are Extended School Year (ESY) Services?

Extended School Year (ESY) Services are often associated with summer break, but ESY services may be provided during any track break in the calendar year for those schools on a year-round or multi-track schedule.

When are ESY Services Appropriate?

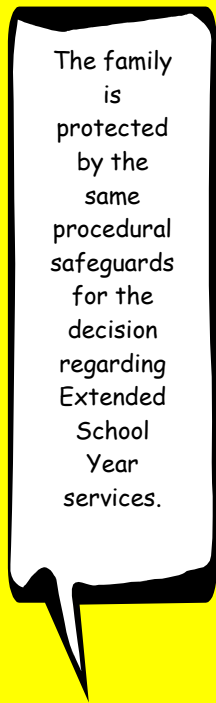
Decisions regarding extended school year (ESY) services for children turning three in the summer are made by the IEP team. ESY services are provided if the IEP committee determines that the child needs extended school year services during the summer in order to receive a free appropriate public education. Each school district may have their own timeline for determination of eligibility for ESY services.

The following factors may be considered when determining if extended school year services are appropriate:

- 1) acquisition and/or maintenance of a skill will significantly enhance the ability to function,
- 2) a loss of skill represents a barrier to continuous progress or self-sufficiency,
- 3) significant information exists that skill regression will necessitate an extended recoupment if ESY services are not provided,
- 4) the IEP committee believes that serious potential regression exists,
- 5) emerging skills/breakthrough opportunities are present,
- 6) continuous treatment/instruction is an integral part of the teaching methodology deemed appropriate for the student,
- 7) unusual, rare or other circumstances exist which are possible factors, and/or
- 8) interfering behaviors may significantly impede learning.

Other factors that may be considered include:

- 1) the degree of the impairment,
- 2) the degree of the regression,
- 3) the rate of recoupment,
- 4) the ability of the child's parent to provide the educational structure at home,
- 5) the rate of progress,
- 6) behavioral and physical needs,
- 7) the availability of alternative resources,



The family is protected by the same procedural safeguards for the decision regarding Extended School Year services.

- 8) the ability of the child to interact with non-disabled children, and
- 9) areas of the child's curriculum which need continuous attention.

In most cases, the IEP committee will identify a combination of factors that create the need for ESY services. The following is an example of one mechanism used for determining the need for ESY services:

Formula for Determining Need for ESY Services																									
<p>Scale for Assessing Need for ESY Services</p> <p>Student's Name _____</p> <p>Each criterion is based on the following three-point scale:</p> <ul style="list-style-type: none"> 1 = Minimal difficulty, need, or anticipated problems 2 = Moderate difficulty, need, or anticipated problems 3 = Severe difficulty, need, or anticipated problems <p>Note: If one of the objectives in the student's IEP includes the elimination of dangerous aggression towards self or others, the student will automatically receive a "3" on the regression.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">1. The severity of the disabling condition</td> <td style="width: 20%; text-align: right;">_____</td> </tr> <tr> <td>2. The areas of learning crucial to attaining the goal of self-sufficiency</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>3. The nature of the student's disability</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>4. The extent of regression caused by interruption in educational programming</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>5. The rate of recoupment following interruption in educational programming</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>6. The ability of the student's parents to provide the educational structure at home</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>7. The availability of alternative resources</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>8. The ability of the student to interact with non-disabled peers</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>9. The areas of the student's curriculum which need continuous attention</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>10. The student's vocational needs</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>11. Whether the requested service is extraordinary to the student's condition as opposed to an integral part of a program for those with the student's condition</td> <td style="text-align: right;">_____</td> </tr> <tr> <td style="text-align: right; padding-top: 10px;">TOTAL SCORE*</td> <td style="text-align: right; padding-top: 10px;">_____</td> </tr> </table> <p>* The higher the total score, the greater the need for ESY services. The total score ranges from a low of 11 to a high of 33. A score of 22 (50 percent) or above generally indicates a need for ESY services.</p> <p>Adapted from a form appearing in <i>The Special Educator</i> (1999), Vol. 14, Issue 22, p. 9. Form first developed by John Mattera & Joseph Cullen.</p>		1. The severity of the disabling condition	_____	2. The areas of learning crucial to attaining the goal of self-sufficiency	_____	3. The nature of the student's disability	_____	4. The extent of regression caused by interruption in educational programming	_____	5. The rate of recoupment following interruption in educational programming	_____	6. The ability of the student's parents to provide the educational structure at home	_____	7. The availability of alternative resources	_____	8. The ability of the student to interact with non-disabled peers	_____	9. The areas of the student's curriculum which need continuous attention	_____	10. The student's vocational needs	_____	11. Whether the requested service is extraordinary to the student's condition as opposed to an integral part of a program for those with the student's condition	_____	TOTAL SCORE*	_____
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TOTAL SCORE*	_____																								

The courts, in *Armstrong v. Kline* (EHLR 551:195)(E.D. Pa. 1979) and *Johnson v. Independent School District No. 4* (17 EHLR 170)(10th Cir. 1990) identified the range of factors eventually used to create the scale above. To obtain further information about the scale and how it was developed please consult the above referenced article in *The Special Educator*.

Transitions To Services Other Than the Local School District

Every child and family receiving early intervention services requires a transition plan upon exiting from early intervention services. An IFSP meeting must be held before the child's third birthday to develop a transition plan for every child and family, regardless of whether or not the child will be attending a school district or community program or chooses not to participate in any program. An IFSP meeting should be held at least 90 days before the child's third birthday to discuss strategies to support the child's ongoing developmental progress and/or alternative program options with the family, if that is what is determined to be needed. If the family decides not to participate in either the school district or a community program, or the child is not eligible for school district services under Part B, it is recommended, but not required, to hold a transition conference among the early intervention service providers, family and providers in programs to which the parents want their child to be transitioned. The family should be provided with any other requested information and assistance.

Children Referred After 33 Months of Age

If a child is referred to early intervention services within two months of their third birthday:

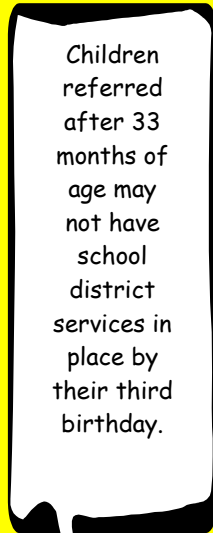
- A service coordinator is assigned within five days of referral,
- A conversation should take place with the family to decide if they want to implement Part C services, including the development of an IFSP, or,
- Receive assistance to transition to Part B only, or
- Receive assistance to transition to community resources.

If the family does not choose Part C:

- Document that the parent is declining services,
- The Decline of Services form must be sent with a self-addressed return envelope for the parent to sign and return.

If the family selects Part C, all requirements related to Part C apply prior to the child's third birthday, the process to determine eligibility and develop an IFSP which focuses on transition begins. The service coordinator is responsible for:

- Providing service coordination and following local program procedures,
- Developing a comprehensive transition plan to meet the individual needs of the child and family,



Children referred after 33 months of age may not have school district services in place by their third birthday.

- If appropriate, providing supports such as: a consult from another early intervention service provider or specific discipline, or a link to other medical or social services within the outcomes and strategies to support the needs of the child and family through transition.

If the child is referred within three months of their third birthday, the service coordinator will coordinate the evaluation and eligibility determination process with the local educational agency as described within Interlocal Agreements. For this reason, it is essential that guidelines for transition included in the Statewide Interlocal Agreement between the Department of Health and Human Services and the Department of Education be followed and that early intervention services have Interlocal Agreements with each local school district.

Transition for Children Exiting Prior to the 3rd Birthday

A child may be exited from the early intervention program before their third birthday if the following conditions apply:

- The child was determined eligible based upon developmental delay(s) and now the child has demonstrated age appropriate skill levels, on current assessments, for a period of six months, and has been determined ineligible for services at an IFSP review, or
- Upon the decision of the family. The parent signs the Decline for Services form.

The service coordinator must provide Prior Written Notice (PWN) to the family to convene an IFSP meeting. The PWN should include the reason for the proposed exit of the child. The PWN must be in the family's native language.

Exiting from early intervention services may be difficult for the family, as it is often a system of support. This is one more reason why preparation for this transition is critical and a transition plan must be developed. The family should be given information regarding community supports and services. As this journey through early intervention ends, the beginning of a new journey should be a time of celebration for the family.

Prior Written Notice must be given if the child will be exited from the program before they turn three.

Transition Page Instructions

Transition is a part of the IFSP and requires all of the procedural safeguards, such as prior written notice, etc., as with any other IFSP meeting. When an item is addressed, the box in front of the numbered item should be checked and the corresponding boxes of who, date and when completed must be filled in. At the annual IFSP, if the child is not ready for transition planning, the service coordinator must again review #1 and 2 to remind the parent that the child is not eligible for early intervention services after age 3, and what transition means. Any of the transition items that have not been completed from the previous years' IFSP must be brought forward on to the new transition page. If items have been completed, they do not need to be repeated from the previous plan.

1. **Child's name**
2. **Date plan was developed:** This date may be an earlier date than the transition meeting with the receiving agency (school district or other program.)
3. **Transition meeting date:** This is the date of the transition meeting with the receiving agency. Required for transition to Part B, encouraged for transition to community agencies.
4. **What needs to be done?** List what needs to be done to prepare the child, train the parents, and to share information. The following sections of the transition plan help to organize the plan into three categories, parent training, preparing the child, and working with the receiving agency.
5. **Who is responsible?** Note who is responsible to see that each step of the transition plan is completed.
6. **Date started:** Identify the start date and the timeline for completion of each activity.
7. **Date completed:** Note the date when each activity is completed.
8. **Explanation of Transition:** This will take place at the very first IFSP meeting, helping parents understand what transition means, and should be an ongoing conversation.
9. **Transition at age 3:** At each IFSP review, a conversation around the child leaving the program at age 3, and when is the appropriate time to begin transition planning.
10. **Transition to:** Begin conversations with families about their options related to their child's transition at age 3; will the school district be the appropriate program and what other programs may be available.
11. **Sharing child information:** With parental permission, send information to the school district, including the child's name, date of birth, parent name and address.
12. **Preparing the child:** Explore what support and skills the child will need for a successful transition, e.g., separating from parents, transportation concerns, etc., and develop strategies to address concerns as appropriate.
13. **Sharing documents:** Have a discussion with the parent about what documents they would like sent, e.g., IFSP, assessment results, and where they would like them sent, e.g., school district, Head Start, and sign consent forms.
14. **Transition Meeting:** Schedule, with parental permission, a transition meeting with the school district or other agency where the child will be transitioned. This meeting must take place no later than 90 days prior to the third birthday. This meeting is required for children being referred to Part B, and is recommended for children being referred to other agencies.

TRANSITION PLAN

① Child's Name: _____

Date Plan Developed: _____ ②

Transition Meeting Date: _____ ③

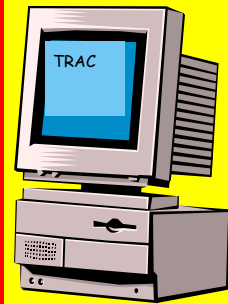
What needs to be done? (Including training for parents, preparing child, and sharing information.) ④	Who is Responsible? (Position- e.g. Service Coordinator or IFSP team) ⑤	Date Started (Activity Begins) ⑥	Date Completed ⑦
1. Discuss what "transition" from early intervention means and what we can do to plan for this transition. ⑧	Beginning Conversations		
2. Discuss eligibility and age guidelines for early intervention so we understand when our child may no longer be eligible for early intervention services. ⑨			
3. The plan of how we will explore preschool special education services as well as other community program options for our child., including: eligibility for the program, the latest date a referral may be made to the program to ensure we don't have a gap in services, and who we can talk to for more information. ⑩	This section requires a plan with activities		
4. Our child's name, address, phone number and birth date will be sent to the school district no later than _____, unless we disagree. ⑪	Date records sent		
5. Help our child begin to learn new skills needed to adapt to a new place. ⑫	This section requires a plan with activities		
6. With our permission, provide specific information to the future service provider or program (e.g., assessment reports, IFSP, etc.) ⑬	Date records sent		
7. Schedule a meeting with our family, service coordinator, and someone from the new program to plan how we are going to make the transition. (Meeting happens no later than 90 days from third birthday) ⑭	Provide district with 30 days notice		

Transition Page Instructions Continued

15. **Preparing the family:** Preparation of the family for the transition is required under IDEA regulation. Parents need to be assisted with understanding the differences between Part B and Part C. In addition, parents have many concerns when their child is moving from one program to another, and the transition plan should address through an outcome any issues or concerns. Families may be concerned about transportation, accessibility, toileting, feeding, etc. If families are clearly choosing Part B, there is not a requirement to explore other community programs unless they request information.

If families are not sure they want Part B services, it is important to remind them of the timelines required. If they do not begin the transition process, it is likely their child would not receive services at age three. They can always change their mind and decline the services, but delaying the transition planning will most probably delay the start of services.

If the family is transitioning to a community agency other than Part B a transition plan is still required. When parents are not sure, consider exploring both options. A transition meeting is encouraged with the community agency, but is not required.



The transition meeting date with the school district needs to be entered within the week it occurred or was scheduled.

16. **Additional steps:** Any additional concerns that arise as a result of transition planning and the 90-day meeting can be addressed in this section of the transition plan.
17. **Signature of plan participants:** The parent, IFSP team members and other agency representatives should sign the transition plan. As with any IFSP meeting, the parent may invite anyone they would like to attend. In addition, the school district or other community agency that is participating in the plan should sign along with the early intervention providers who are in attendance.
18. **Page Number:** The IFSP pages are numbered in sequential order in which they should be organized. If additional pages are added to a section then subsequent pages would be given a letter: e.g., 1, 1A, 1B, etc.

The 90-day transition meeting must happen within the required timeline regardless if the school district can participate or not!

Transition Page Continued

8. Help our child and family prepare for and understand the changes in services so that we can move smoothly from one program to another. ⑮	This section requires a plan with activities		
Additional Steps: ⑯	Add additional activities here		

Signature of Plan Participants:

⑰

Parent/Guardian

School District Representative

Early Intervention Representative

Parent/Guardian

Other Community Agency Representative

Other Participant

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Bureau of Early Intervention Services**

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